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ABSTRACT

This kit is intended to help program planners write the information needed for an effective brochure advertising a workshop, seminar, conference, class, or academy. The kit contains the following sections: (1) Benefit Headlines Capture Reader Attention; (2) Establish a Need Quickly; (3) Identifying the Audience; (4) Making Top Names Tops; (5) Small Sessions; (6) Biographies, Not Obituaries; (7) Testimonials Add Credibility to Your Claims; (8) Photographs Grab Attention; and (9) Oh, the Details. Within each section is an overview, three brief instructions, and examples that illustrate the kind of information needed for the brochure to be effective. Each section is based on research and proven principles for effective advertising and direct marketing. Following each 1-2-3 section is a worksheet to be used for brochure information. Worksheets are to be completed, numbered in sequence, and then sent to the conference office, designer, or printer. Blank worksheets are provided at the end of the kit. (MLF)

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Writing a Brochure Is as Easy as *1-2-3*

A Kit for Workshop and Program Planners

By Ted Witt

EA 018 789

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How to Use This Kit

This kit will help you write the information you need for an effective brochure advertising a workshop, seminar, conference, class, or academy.

The kit is easy to use. It has 9 sections. Each section has three parts:

Overview 1 — An overview that explains what you will be working on and why the information you will provide is important.

Instructions 2 — Instructions for you to follow. There are always three parts to the instructions.

Examples 3 — Examples that illustrate the kind of information needed for your brochure to be effective.

Each section is based on research and proven principles for effective advertising and direct marketing. The secret to your success is in taking the time to read the instructions and to study the examples. You, the program planner, are the most knowledgeable about your program's content and audience. This kit is intended to draw that information out and to put it on paper.

Following each 1-2-3 section is a worksheet. It is the white sheet with the black square in the upper right-hand corner. Use them to type your information on.

Always type and double space your material. Leave the left hand column blank. That's for production information. Ignore the lines at the bottom. That section gives instructions to the printer.

When you've completed all the white worksheets, pull them out of the kit. Number the worksheets in sequence by writing in the hole. Then send them to your conference office, designer or printer.

In general, the more information you provide, the better your final brochure will be. So go ahead, read the text, study the examples, then fill out the worksheets as they pertain to your event.

It can be as easy as 1-2-3.

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Benefit Headlines Capture Reader Attention

1 Overview

Five times as many people will read your headline as will read the body of your writing. So headlines have to have immediate selling power. They have to arouse interest. They have to inform quickly. Above all, they have to promise a benefit to the reader. Point out personal advantages to the reader, not features of your program. Use action verbs and nouns that produce pictures in your mind. Remember, your conference theme is rarely your benefit headline.

2 Instructions

1. Aim your headline right at your target audience.
2. Find out what your prospective participants need.*
3. Promise it to them in the headline.

*You will already have done this in planning program content.

3 Examples

"You Can Win at the Bargaining Table Every Time You Sit Down."

"Join Us. Your Teachers Will Be Better for it."

"Slash the Time It Takes to Master Today's Most Versatile Software Package."

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Headline Worksheet

Leave this column blank for editing and typesetting instructions	**Instructions:** Write at least five headlines that promise the benefits of attendance. Be sure to list at least five, because we may produce more than one brochure or scatter them on multiple pages. Give us your best ones first. Type and double space.
	1.
	2.
	3.
	4.
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	6.
	7.
	8.
	9.
	10.

DO NOT WRITE IN THIS SPACE

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Establish a Need Quickly

1 Overview

Don't fool yourself. Few people are going to read your brochure word for word. Now that we have a headline and 10 seconds of the readers' time, we must smack them with a quick overview that explains what the program is and why it is needed.

2 Instructions

1. Add details or answer questions raised by the headline.

2. Establish a need and desire for the reader to attend.

3. Explain in general terms what the prospective participant is going to get by attending. Do that by selling them on the *advantages, not the features* of your program.

3 Examples

■ **Direct marketing is big, and it's getting bigger**

The fact that direct marketing is *happening* is indisputable. Direct marketing methods now generate over $140 billion per year in revenues. Direct marketing sales volume has doubled since 1977, and now accounts for over 15% of all consumer purchases in the U.S. Over 72 million adults — 45.5% of the adult population — ordered items through the mail over the last 12 months. And mail order is growing at the rate of 15% per year — *twice the rate of retail.* Put it all together and it's not surprising that the demand for direct marketing professionals far outstrips the available workforce.

In one intensive, entertaining and fast-paced day, *Direct Marketing/Direct Mail for the 1980's* will teach you the key aspects of direct marketing — from strategic planning to creative execution, state-of-the-art production techniques, and post-program analysis procedures.

If you are a seasoned direct marketing pro, you'll find that *Direct Marketing/Direct Mail for the 1980's* will provide you with much more than just a review of the basics. You'll also learn about the latest and most innovative advancements in the state of the art.

If you're a newcomer to the industry, here's an opportunity to make dramatic progress in just one day — to become instantly more valuable to your company.

■ The negotiations climate is changing. New strategies and new ideas can make a difference in your district. This acclaimed symposium is designed to supply the experience and advice of experts. You share in actual case studies, hear panel discussions and build invaluable peer networks.

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Overview Worksheet

Leave this column blank for editing and typesetting instructions	**Instructions:** Write your descriptive program overview here. Explain what the program is and why it is needed. Type and double space.

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Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Identifying the Audience

1 Overview

While you may direct your workshop toward a certain job category, there are plenty of people who say, "Hey, I know all that stuff." Or "That's not for me."

That means we have to use a little ingenuity to get people involved. When you are planning your conference, you should already have been identifying your target audience anyway. Now is the time to write it down for the brochure. Go ahead and mention job titles, but then get specific about the kinds of people you are trying to attract. Here are three ideas about how to do that:

2 Instructions

1. Put people into a certain situation. *("If you are trying to cut across the state's red tape to develop your budget . . .")*

2. Narrow the job category further *("superintendents who sit at the bargaining table," "board members who want a better grasp of collective bargaining," "principals of schools with active parent groups").*

3. Appeal to their level of competency *("veteran personnel managers who want the latest update on labor legislation," " new negotiators who want a win-win agreement their first time at the table").*

3 Examples

Who Should Attend

This seminar will be valuable for anyone involved in producing newsletters, brochures and other publications — writers and editors, editorial assistants, graphic designers, publications managers, production supervisors, specialists in advertising, corporate communications, employee relations, marketing and public relations, public information officers, directors of development, administrative assistants and others.

If you're a beginner in the field of communications, you'll find this seminar packed with information and techniques to help you improve your publication and make your job easier. (And you won't have to worry about retaining the technical information that you learn. It's all explained in the seminar manual that you take back to your job.)

If you're a seasoned professional, this seminar will serve as a useful refresher course. You'll gain fresh ideas for your newsletter by viewing slides of some of the best newsletters being produced today. You'll pick up new approaches to solving some old problems. You'll have the opportunity to share ideas by talking with other professionals in your field.

If you want to expand your knowledge and your career opportunities in a growing communications field, this seminar will increase your job skills and your marketability.

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Audience Worksheet

Leave this column blank for editing and typesetting instructions

Instructions: Describe in this section the people who could benefit by attending your program. Remember to type and double space.

Who Should Attend This Workshop

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Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Making Your Top Names Tops

1 Overview

Good conference planners position their keynote and general session speakers. That means the speakers are chosen to meet a certain need, to speak a certain way, to address a certain topic, or to attract a particular audience. Advertising about your keynoter will have to take those positioning factors into consideration. A speaker may be top-ranked in private industry, but have no name identification among school administrators. If that's the case, you can't advertise her by name. It takes a different approach — perhaps by title, position or responsibility.

2 Instructions

1. Check the appropriate lines on Part 1 (page 8).

2. Determene specific content of the speech on part 2 (page 9).

3. Outline relevant credentials of the speaker on part 3 (page 10).*

**Remember to ask for pictures of your speaker and refer to the section on photographs on page 17.*

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Keynoter Worksheet / Part 1

Leave this column blank for editing and typesetting instructions

Keynoter Activity — Part 1

Help direct your advertising to the right audience by checking — in the three sections below — the phrases which best describe your speakers. Duplicate this page and fill it out for each general session speaker.

Speaker Name _____

_____ Is recognized nationally by general public (Ronald Reagan, Henry Kissinger, Bob Hope).

_____ Is recognized statewide by general public (George Deukmejian, Tom Bradley)

_____ Is recognized locally by general public (Roger Hedgecock of San Diego, Dianne Feinstein of San Francisco).

_____ Is recognized nationally by a special interest group (Lee Iacocca of Chrysler, known by business people; Bill Bennett, secretary of education, known by education establishment).

_____ Is recognized statewide by a special interest group (Bill Honig, state superintendent in California).

_____ Is recognized locally by special interest group (Tom Payzant, San Diego Schools superintendent).

The speaker has attained prominence or authority by virtue of:

_____ Position or job (especially politicians, TV stars and CEOs)

_____ Ability to speak or motivate (humorous speakers fit here)

_____ Substantial accomplishments in field (includes writers, Nobel laureates).

_____ Circumstances (heroes and those who tell "how fate did it to them")

_____ Being a representative or having a following (Ralph Nader could fit here as a representative of consumerism.

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Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Keynoter Worksheet / Part 2

Leave this column blank for editing and typesetting instructions	**Instructions:** Outline the credentials of your keynote speaker that particularly relate to your audience and your speaker's topic. Start each line with a verb. For example, besides telling people that Albert Shanker is the president of the American Federation of Teachers, you might also say that he "advocates a unique voucher system for schools" and that he "recently debated the National Education Association over entrance tests for new teachers." Type and double space.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Job # _____ Slug _____

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Keynoter Worksheet / Part 3

Leave this column blank for editing and typesetting instructions	**Keynoter Activity — Part 3** **Instructions:** Outline what points the speaker will get across. That may be hard if your speaker is a comedian or a motivational speaker. But give it a try. Begin each sentence with an action verb. Type and double space.

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Job # _____ Slug _____

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Small Sessions

1 Overview

Here's where the real substance of your conference will be found — in the small sessions and workshops. One-paragraph descriptions of these sessions will not sufficiently convince the wary reader. Your descriptions should be as substantive as your workshops themselves. If you require detailed descriptions from your presenters, you are likely to get not only a better brochure but a better workshop — because presenters will have to prepare. Tell people what they can expect to learn.

2 Instructions

In this exercise the keys are to:

1. Start with a quick overview paragraph.

2. State other objectives in a list, starting each line with an action verb. (that means you cannot use words like these: *be, have, am, were, are, is, will, been.*)

3. Be specific. *(You will not just be a "better manager;" you will "learn how to build a zero-based budget," and "how to write a convincing letter to a legislator.")*

3 Examples

What You'll Learn

At this seminar you'll learn how to:

- **Save time and money** on newsletter production without sacrificing quality.
- **Upgrade and update** your newsletter without throwing out your present format.
- **Start a new newsletter,** choose a name, develop copy, design a format.
- **Make your newsletter more readable** by understanding *how* people read.

Your role as manager
- The role and function of management
- Sources of managerial power

How to motivate employees
- Returning to basics — understanding human nature and the different reasons why people work.
- Theories of motivation — Theory X and Theory Y . . . the need to achieve . . . level of motivation . . . satisfaction vs. dissatisfaction.
- Improving the motivation environment . . . Job Enlargement . . . Job Enrichment . . . Participatory Management

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Small Session Content Worksheet

Leave this column blank for editing and typesetting instructions	**Instructions:** Give a brief overview of your small session. Then list specifically what a participant will learn in the session. Start each item with an action verb. Type and double space. Seminar name: Presenter's name and title: Descriptive overview: In this session you will learn:

DO NOT WRITE IN THIS SPACE

Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

Font 1 ____ Font 2 ____ Font 3 ____ Font 4 ____ Font 5 ____ Font 6 ____ Font 7 ____ Font 8 ____

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Biographies Not Obituaries

1 Overview

Presenters have to be authorities, experts and leaders. In addition, they have to have a story to tell. Would you pay $250 to hear your neighbor gab about his work? Probably not. So . . .

2 Instructions

1. Build a case for your presenter's expertise. The fact that she is a superintendent or that he is a principal is not enough.

2. Point out those qualifications that *relate* to the audience and the presentation. Remember you are not writing an obituary. You don't need to tell age and hometown. A person's college education is not much of a draw, since we've all been to college.

3. Use specific words and numbers, not *"many years of experience,"* and not *"award winner."* Instead, say *"32 years as a principal"* and *winner of the "Mott Foundation Award for Contributions to Community Education."*

3 Examples

Jon S. Bobier, principal of Loma Linda Preparatory School, has:

- Raised $10,000 for his school from community partnerships.
- Written 14 grant proposals that netted his district $4.2 million.
- Served as a trustee for Capital Savings.
- 14 years experience as a site administrator.
- Won the Toastmaster's Award for Best Impromptu Speaking in California.

Jim Rosenfield knows direct marketing . . . and how to teach it to others.

There are only a handful of marketers in the United States whose knowledge and expertise in direct marketing equals Jim Rosenfield's. But none can match Rosenfield's ability to entertain, stimulate and, more importantly, educate his audience.

Sometimes serious and sometimes whimsical (he has been known to use props ranging from a huge fishbowl of fortune cookies to an angel's costume with halo, wings and magic wand in order to make a point), Rosenfield's involving presentation style has made him one of the most sought-after speakers in the direct marketing industry.

A frequent lecturer and writer on direct marketing topics, Jim Rosenfield is President of San Diego-based Buchanan/Vinson/Rosenfield Direct, one of the leading independent direct marketing agencies in the United States. He was previously Director of Western Operations for The Direct Marketing Group, Inc., in New York, the nation's largest vertically integrated direct marketing company.

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Biography Worksheet

Leave this column blank for editing and typesetting instructions

Instructions: The fact that a person is a superintendent or principal fails to sell your program. On this sheet, spell out the qualifications that relate specifically to the presentation. Start each new item with an action verb. Type and double space.

Speaker: _____ ,

Title: _____ , has:

DO NOT WRITE IN THIS SPACE

Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Testimonials Add Credibility to Your Claims

1 Overview

Testimonials and endorsements are most effective when they come from peers. You don't need famous people and stars to give you endorsements. Too many people remember the famous person, not the message. Do, however, use people who are respected in their professional and personal lives.

2 Instructions

1. A testimonial must be true, and it must be written by the person whose name is attached to it.

2. It must use short sentences that show how the program previously delivered what you are now promising. But avoid overstatement. (This is vague and overstated: *"Fantastic. I never learned so much."*)

3. Use testimonials from people who hold positions similar to those of your prospective audience.

3 Examples

"One of the most comprehensive and well-presented programs I've ever attended."

Albert F. Kaba, Art/Graphics Supervisor
Miller Freeman Publications

"Well-presented and highly informative."

Michael Austin, Art Director,
Car Craft

Just-In-Time training for the New or Prospective Manager:

"I really enjoyed the program — and it was great timing for me because I had only been a Sales Manager for 3 weeks!

This course taught me how to set goals for employees, and how to evaluate performance. The course leader was excellent, and the material was practical, particularly the section on leadership styles and appraisals. In fact, all of the subject covered were interesting and the project sessions were extremely helpful."

"Would I recommend this meeting to others? Yes! All in all, it was an excellent introduction to management."
G.A. Vander Vorste, Regional Manager,
Streeter Amet Division
Mangood Corp., Pittsburgh, PA

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Testimonials Worksheet

Leave this column blank for editing and typesetting instructions	**Instructions:** Write testimonials on this page. Type and double space.

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Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Photographs Grab Attention

1 Overview

Photographs draw attention to themselves. If the photos show people doing something, the images are even more effective.

If you want to capture attention, use an action photo and make sure it has a caption to further explain your program. Four times as many people read captions as read body copy in your brochure. Take advantage of that audience.

2 Instructions

1. Choose close-up action photos in place of mug shots and crowd scenes.
2. Make sure the photos are crisp and clear.
3. Explain the picture and add descriptive information about your program in the caption.

Now look in your files for some good photos (black and white are best). If you don't have any this year, think about taking some for your next program.

3 Examples

"Tom Howard, a principal who attended last year's seminar, takes notes on a program that he went on to implement in his school. He cut truancy rates by 88 percent."

"Bill Rosander, who has attended nine small school district workshops in 10 years, says this is one of the few places he is able to get collegial support because his district is so isolated."

"A confidential employee from Southern California reviews one of the handouts that help participants take home what they learned."

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Photograph Caption Worksheet

Leave this column blank for editing and typesetting instructions	**Instructions:** Write your captions here. Use the picture caption as an opportunity to point out more personal advantages of your program to the reader. Type and double space.
	Time
	Date
	Place

DO NOT WRITE IN THIS SPACE

Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Oh, Those Details!

1 Overview

A host of "essential" — but "essentially" boring — materials must be included in most brochures. Use the checklist on the following worksheets to see that you haven't forgotten anything. Remember to leave a wide left margin and always:

2 Instructions

1. Double space everything (even the registration forms).
2. Double-check the accuracy of all names and numbers.
3. Use short words and no abbreviations.

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Operational Details Worksheet / Page 1

Leave this column blank for editing and typesetting instructions	**Instructions:** If any of these items applies to your workshop, provide the details under the appropriate heading. Use additional sheets of paper if necessary. Type and double space.
	___ Time
	___ Date
	___ Place Name Address City
	___ Discounts
	___ Tax deductions
	___ Telephone number for inquiries
	___ College credit

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Operational Details Worksheet / Page 2

Leave this column blank for editing and typesetting instructions	
	___ Deadlines
	___ Return address
	___ Exhibit information
	___ Travel directions
	___ Limousine service
	___ Air transportation
	___ Conference schedule

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Operational Details Worksheet / Page 3

Leave this column blank for editing and typesetting instructions	___ Conference theme ___ Mailing indicia ___ Tours ___ Incidental programs and special events ___ Program format ___ Method of payment ___ Registration form

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Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Operational Details Worksheet / Page 4

Leave this column blank for editing and typesetting instructions	
	___ Maps
	___ Hotel reservations
	___ Confirmation notices
	___ Cancellation policy
	___ What to bring
	___ Overbooking policy and waiting lists
	___ Fee schedules or tuition

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Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Operational Details Worksheet / Page 5

Leave this column blank for editing and typesetting instructions	
	____ Parking ____ Tape recording policy ____ Tape availability ____ Spouse attendance information ____ Hour-by-hour description of program ____ Satisfaction guarantees

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Job # _____ Slug _____

Line Length _____ Size _____ Leading _____

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Blank Worksheet

Leave this column blank for editing and typesetting instructions

Instructions: Use this blank sheet as a second sheet for any of the other sections or to provide additional details about your program. This page may be duplicated. Type and double space.

DO NOT WRITE IN THIS SPACE

Job # _____ Slug _____

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